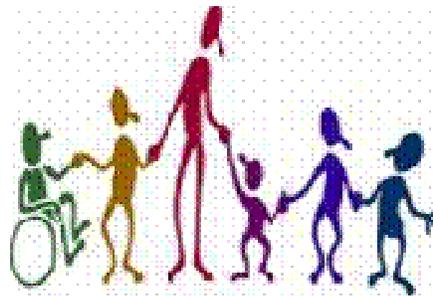


# Participation

**Service/Department: Health Transition Team,  
Children's Disability and Long Term Condition Service,  
NHS Walsall Community Health**



**Project Leads: Suzanne Rimmer & Julie Hykin**

Project start date: 10<sup>th</sup> February 2010

Final report date: 3<sup>rd</sup> March 2011

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## Acknowledgements

On the final completion of our three consultation days, we wish to acknowledge the following persons who helped throughout the participation process and made this all possible:

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- Bradley Nash and Family – young person
- Lateefa Hans – young person and facilitator
- Tammy Partridge- Smith
- INCLUSIVE SOLUTIONS, Colin Newton, Derek Wilson and Ju Hayes
- Rita Martin, LDD Development and Support Co-ordinator, Connexions Walsall Part of IYPSS
- Rachel Maybank, Connexions Walsall Part of IYPSS
- Chris Gilbert, Connexions
- Julie Hill, LDD Youth Worker, YOF/ YCF Co-ordinator - Walsall Integrated Young peoples Support Services - Youth Service
- Stuart Fletcher, Operational Development Manager - Disability Services, Social Care & Inclusion
- Carol Boughton, Head of Early Years & Disabilities Services - Walsall Children's Services Serco
- Kate Woodman, IYPSS

## Transition Participation Day 10<sup>th</sup> February 2010

A Transition Consultation event was held with 30 young people from special schools and mainstream schools. Schools were contacted to identify which students could attend and others were invited directly by the health transition team through their contacts. It was identified that for some schools. Staff chose which students would attend whereas it would have been preferable for all students to be given the opportunity to choose to attend. The event was a full day with students attending from 9.30am to 3.00pm. The event was held at Forest Arts centre as this venue was fully accessible for all disabilities. Transport was provided for students attending. Staff from Health organised the event and were present as responsible adults in order to assist in the delivery of the day and assist students in self care needs. In addition, staff from the special schools attended with their students. The event was funded through the Transition budget.

The event was facilitated by Inclusive solutions as it was felt that they had the skills and knowledge to provide more effective and unbiased consultation. Inclusive solutions were given a brief of the aims of the day which included:

- What do young people understand about 'transition'
- How do young people feel about transition- what are their thoughts, hopes, expectations, worries, anxieties
- How are young people currently involved in their transition planning or how would they like to be involved so they are 'in control'
- What do young people think of services they currently receive around transition and how can these be improved
- What makes a 'good transition'

Many of the young people had not met each other before and therefore we used small group work with facilitators, ensuring that the groups were mixed. We also used larger group work but the whole day was very much interactive with the young people.

It was an inspiring day in that the young people quickly established interaction and were very vocal and decisive in what they want to see happen within transition.

At the end of the day the young people reported that this was "the best youth forum ever!" and they asked if the day could be repeated so that they could continue to be involved in the work around transition, but most importantly they wanted the opportunity to ask commissioners and provider directors/ senior managers what they were doing in response to what young people have said.

During the lunch break (which the young people really liked the food!) the students had time to socialise and make new contacts, with face book addresses being exchanged. We also had information stands available which the young people liked as they could ask questions and find out more information about transition.

In addition, a piece of art work depicting everything the young people had contributed to the day was created and the young people requested that this be used on a billboard and posters to publicise what transition is for young people with disabilities.

This art work was also transferred to laminated postcards which every young person who attended, received. Also, large posters of the art work were created and sent out to every school that sent students to the day. (Health services covered this cost.

A proposal will be developed for the transition steering group requesting funding and support for a follow up day in September 2010 and the young people have committed themselves to attending on this day.

The following are the topics covered and the responses from the young people:

### WHAT IS TRANSITION?

- Primary to secondary to college
- Different staff
- **Not the same experience**
- **New friends**
- **New people in your life**
- **New information**
- Moving house
- Job
- **Independence**
- Qualifications
- **More responsibility**
- Not frightened
- Planning
- Learning new things
- Have a laugh
- Changes- some things do stay the same (family)
- **Can make own decisions**
- Being safe
- **Choices made for you**
- Able to access
- **Some people/ other people think they know better than you**

(Bold= priority for young people)

### WHAT ARE YOUR FEARS?

- Moving away from home
- Moving away from parents and home
- **Someone making my decisions for me without asking me**
- **More responsibility**
- Not getting a job and not getting employed
- Not getting qualifications
- Moving away from friends
- Worry about people who don't know me and know my needs i.e. I get distracted easily
- Going from a small secondary school to a big college
- Worry about getting into trouble
- Moving home worries me
- Not being able to see my boyfriend- he may go to a different college
- **Physical changes in your body**
- Not knowing anyone when you go somewhere new
- Meeting people who at first are your friends but then change
- **People forcing you to do things you don't want to do**

### **HOW INVOLVED ARE YOU IN YOUR CHOICES CURRENTLY?**

- Mum asked if I wanted to change schools- was glad that my opinion was listened to
- Parents give choices
- School have had meetings to discuss post 16 options- student feels included (special school)
- Transition team have helped and asked for opinions
- Young person felt they had choices
- Felt given choices
- Made J feel happy when she was given choices – the more you’re asked what you want – the happier it makes you feel
- Special school- Young person appeared to feel more involved in choices than mainstream school

### **WHAT DO YOU THINK OF CURRENT TRANSITION SUPPORT?**

- Could improve
- Need more people to give more support
- Learning mentors would help
- Transition classes help and year 6 to year 7 visits
- Timetables at new school with pictures for people who have difficulty reading
- Connexions- helped?
- Move from primary to secondary was scary but friends helped
- Wasn’t able to go to local mainstream school and it was hard as knew no-one at new school. Induction day helped
- Had to get used to a bigger school
- Good- taught new skills
- Parents helped and supported
- Teachers and mum helped with choosing options and plan for future
- Good Information

### **ACTIONS:**

- Suzanne: to run the event again in six months time (September) and all to attend
- Daisy: to create a presentation on DVD around Transition and our thoughts and feelings and needs (Tim, Patrick and Simon to help)
- Michelle: talk to boss by end of March, explaining what happened today and what we can learn from this
- Jonathon: Would like to produce a video about how everyone can be included in sports in different ways
- Write to the Mayor of Walsall and invite to the September meeting
- Dean: Spread the word to different students via newsletter. (use of easy read pictures)
- Jonathon: ask the decision makers to come to the September meeting
- Jessica: put poster on a billboard so that all can see it
- Jonathon: use poster to spread the message and help people understand.

During discussions these are also some of the points that the young people made about what to them is a ‘bad transition’ and what is a ‘good transition’ and so what they would like to see included in a Transition protocol.

### WHAT MAKES A BAD TRANSITION?

- No support
- Not own choice
- No one listens
- No one around to help

### WHAT MAKES A GOOD TRANSITION?

- Creating together Equal treatment
- Independence
- A good life
- Respect
- Information for young people
- Every adult listens- and make sure everyone hears
- Support when we need it – at a time we need it
- All working for the same thing
- To be treated as a normal person
- Everyone acts together
- Listen to my dreams and hopes
- Let me decide for myself what I want to do today
- Trustworthy friends
- Help to make the right decisions
- Less paperwork- more people
- **“Freedom, of course!”**
- **“To be respected and cared for”**
- **“The more you are asked about what you want, the happier it makes you feel”**

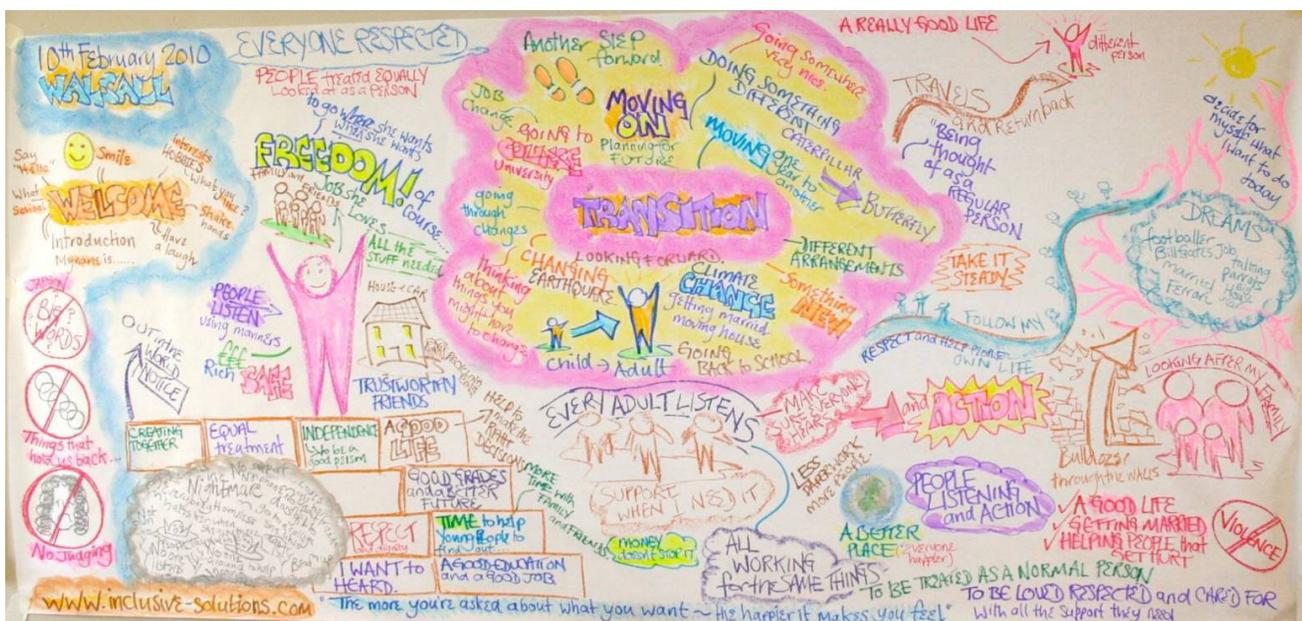
## Young People's Charter:

As a young person in Walsall going through transition I will expect to be:

- treated with respect at all times
- listened to and my views acknowledged
- given choices and allowed to make my own decisions
- given time to change at my own pace
- given the support I need at a time when I need it

I will expect everyone to abide by this and remember...

“The more you are asked about what you want the happier it makes you feel”



## Transition Participation Day 23<sup>rd</sup> September 2010

Following the success of the Transition consultation event held on the 10<sup>th</sup> February, and at the request of the young people involved, a follow up event was held on the 23<sup>rd</sup> September.

The event was held at the Forest Arts centre and young people who had attended the last event were invited, in addition to new young people from castle school. We had 29 young people attend for the whole day, representing a range of mainstream and special schools and Walsall College. Transport was provided for students attending. Staff from Health organised the event and were present as responsible adults in order to assist in the delivery of the day and assist students in self care needs. In addition, staff from the special schools attended with their students. We also had staff from the person centred planning service available to assist in the group work. We also provided information and advice for the young people by setting up display stands and information work stations. The event was funded through the Transition budget.

The event was once again facilitated by Inclusive solutions as they had so successfully facilitated the first event and had established a very positive relationship with the young people.

The outline of the day was as follows:

The initial session focused on recapping on events that had occurred at the last day, the recommendations and actions that the young people had recommended and what were the results of this. The Health Transition team had been in touch with the young people before this event, through school visits and on the web site, in order to keep them up to date with progress.

The next session involved an update to the young people on the development of the local Transition Pathway. We went on to discuss the principles underpinning this pathway- that the young people want their views listened to, a person centred approach, all involved people to attend a co-ordinated review, one action plan- people named as to who is doing what and when, a key worker.

The next session looked at person centred planning. For this session a young man called Brad attended with his family and the facilitators took him and his family through a 'dream sequence' of them being involved in a person centred planning session – where Brad and his family identified their hopes, dream and goals. This allowed the young people to observe first hand what person centred planning should involve and how the Transition pathway should support this process, but only if young people are actively engaged.

The next session involved facilitated group work using art work that had been taken from the banner produced at the last event (see appendices 1-4). These groups focused on gaining the views of young people in relation to the following questions around the proposed Transition pathway and the young people rotated through each group activity:

1. **Listen to us:** How should we get your views
2. **Meetings:** who should be at your review meeting? Would you prefer big or small meetings? How do you feel about sitting in a big meeting?
3. **Action Planning:** What do you think about having one action plan? What should be on it?
4. **Co-ordination:** When lots of people are involved, planning can get messy and confusing. How can we organise this? Should one person be in charge? If so, who?

**The outcomes from these groups are:**

**1. LISTEN TO US:**

- Take me places where I feel ok to talk (not just school or home, be creative)
- Get to know me, spend time
- Being able to have a say at my reviews
- Don't laugh at me, take me seriously
- Take notice of what I am saying
- Don't leave us without explaining things
- Treat me with respect
- Don't patronise me
- Less formal is more comfortable
- Supported by people I know
- Try to understand who I am, I'm not a disability
- Be there for me if I am upset
- Listen to me and the people who can help me
- Listen to me and give individual support
- Treat me as an individual
- More mentors
- Make it interesting
- Fun questionnaire
- People should hear what I am saying/have a public voice
- Make me comfortable
- No more than 6 people at one meeting
- Spend time 1:1
- Don't interrupt me when I'm talking
- It is very important to look at people when they are talking to you
- Don't matter what you say it's how you say it
- Don't say rude things to children if they have disabilities
- Don't speak over us, listen
- Listen to me, not my carers!
- Include my friends not just grown-ups
- Avoid too much going on
- Make sure you look at me
- Talk about feelings
- Check with me what information you can share
- Listen to what I say
- Check with me that you got what I said is right
- Don't ignore me

**2. MEETINGS:**

VOTE Small = 23 Big = 5

*Comments:*

- Main teachers, LSA.
- Bad experience, more about you not as much input as you liked.
- Transition Health Team.
- Few people.

- Parents, Form Teacher, Head, Mentors.
- T A's.
- Carers.
- Friends.
- Like to know who will be there.
- Transition Leader?
- More people to talk.
- Parents, staff – that know me best.
- SERCO
- Big meetings – uncomfortable, everyone wouldn't know you. Wouldn't like to talk to strangers.
- Big meetings – nervous, happy.
- Family.
- Support workers.
- Parents.
- SENCO.
- Social workers.
- School assistants.
- O.T's.
- Me! – Needs to be present.
- Physios.
- We need to decide who attends.
- Sometimes a big meeting results in better things.
- People who are necessary, people just show face at review.
- People you know.
- Someone who can make decisions. To make things happen – need to know who? When?
- Would like to know in advance who's going to be there.
- Parents, staff and friends.
- I think lots of people because other people can meet up with each other.
- I would feel nervous because there are different people.
- Too many people make it harder to talk.
- About 6 make it a small meeting.
- Someone to take notes.
- People important to me.
- Council officials.
- Big – to meet up with each other.

### **3. ACTION PLAN:**

VOTE Yes = 13 No = 15 (if lots of plans they should all be kept together)

*Comments:*

- Help with school work and help at home.
- Education.
- One plan means everything in one place.
- One plan saves you getting confused.
- Lesson plan.
- People who can help with my disability. Access to places. Planning where I am going to live.
- Increase body fitness.

- Individual skills
- I would like to see all the things I would like to do in the future on the Action Plan like getting a job and where I am going to live.
- Always come up with a goal. Never give up keep determination.
- College, work life, planning a family.
- Plan for 6<sup>th</sup> Form, college or job.
- Play with my friend (helping, happy).
- College.
- Stay with my mom and dad.
- One main plan.
- Uniform – what you have to wear for work or college or school.
- Friends.
- What skills I have.
- Food and drinks likes and dislikes. Name and address.
- Exam results.
- Medication.
- Information about me.
- Everybody can see the plan if it is just one. Easier communication.
- Personal information e.g. health, disability, future plans, support needs, information about what's on at school.
- What I am and not capable of doing.
- What confidence I have.
- What activities to chose.
- I think you should have one plan, like a life story.

#### **4. CO-ORDINATION:**

VOTE 1 person = 14 Different people = 12 (as long as people you know & appreciate different peoples roles and expertise)

*Comments:*

- Reserve person if the person you know won't make it for some reason.
- Depending upon the circumstances sometimes one person is better but sometimes different people are needed.
- People that know you best and know you best as a person. Not just a person in a wheelchair or disabled.
- Head Teacher, themselves, parents.
- Teaching Assistant.
- People only you know

#### **5. QUESTIONS AND ANSWER PANEL:**

The fifth focus group looked at questions the young people wanted to ask the panel of senior managers that were attending for the afternoon session. Some of these questions included:

- Can you give us more clubs for different ages – more choice, mixed abled and disabled
  - Oliver – Can they be free?
- How can you help us with transition planning in schools and be part of that. We would like someone in school to talk to us about transition.

- Courtney – Once a month?
- How would you go about adapting school and college for us (accessible)? Make them more inclusive.
- We would like more information and choice about our options after school – what jobs are available.
- What can they do to help us get a house and manage the rent? Someone to help you/support you?
- What would happen if we didn't have a Mom and Dad?
- Swimming, BMXing, Go Karting – all activities. How can you give us these?
- How can we get some good work experience to help us get a job?
- Why did they decline the billboard? What can they offer instead?
- Will there be more opportunities for us as adults? Equal opportunities, same as everyone else?
- Living alone/independent – What support can they give you? (help with cooking).
- What is going to happen to us when our parents are gone? What are you doing about that?
- We would like to be heard more and listened to – how would you help us with this?

From these questions and others 10 were chosen to be put to the panel that had been invited to attend.

#### **LUNCHTIME:**

At the previous event the young people had requested that the Mayor be invited to attend this event so that they could have the opportunity to talk to him about their thoughts and feelings and also show him what they had worked towards. We therefore contacted the Mayor, Councillor Gary Clarke, to invite him to attend for lunch with the young people and to attend the afternoon session. We and the young people were delighted when the invitation was accepted and Mr Mayor attended, showing a very keen interest in what the young people had achieved and also supporting them in their views and ideas (appendix 5).

#### **QUESTIONS AND ANSWER PANEL:**

At the previous event the young people had requested that the 'people with the money' be invited so that they could have an opportunity to question them about what decisions are being made about services for young people. We invited 12 senior managers and directors from children's and adult commissioning and providers across Health, Education and Local Authority. We can report that 6 attended for the panel session (appendix 6) and the outcomes are as follows:

#### **Questions:**

##### **1) *'Why did the billboard get turned down? What can you offer us instead?' (Dominic)***

Apologised as the adults didn't listen and should have come back to talk to the young people to discuss the outcome.

Mayor re-iterated what was said and felt it needed to be promoted across the borough.

Need to open up communication and have a conversation about things that affect the young people.

#### **ACTIONS**

- Carol will take this back to the next strategic group to look at again.

– Cath to investigate portable billboards.

**2) *How can you help us more with Transition Planning in school? We would like someone to be in school to talk to us about Transition regularly – what can you do about this? (Courtney)***

Person Centred Planning – Frank Barnes. Need to have a system to track this is happening throughout schools. Cath has commissioned PCP training for all agencies.

**3) *How can we get some work experience? (Nicholas)***

Ian Staples – Employment and training not good enough now – new person to be put into post to increase work experience opportunities. Not enough people on partnership boards.

**ACTIONS**

- Employment pathway

**4) *We would like more information and choice about our options after school, about what jobs are out there – what can you do about this? (Brad)***

Louise – Listen to what the young people want, not just make up, and make sure there isn't a ceiling to what they want to go into. Council have just agreed a work scheme for young people with disabilities. Initiatives need to be joined up council and JS to join forces and talk.

Ian Staples – paid to remove barriers – individual budgets – more control.

**5) *What are you doing about adapting schools and colleges for us to make them more accessible and inclusive? (Daisy)***

Louise/Frank – requirement to look at their accessibility plan – should improve year on year. Each school has specific funds for that. Just lost lots of money when building schools for the future budget cut.

Louise – meeting with senior managers next week and will ensure that they will take account of voice of young person and take it into account when planning the future.

**6) *What are you doing about helping us to get a house, live independently and with someone to help us? (Jonathan)***

Louise - The council works with 64 other organisations who provide houses. She will go back and have these conversations regarding type of housing they would like.

Ian Staples

- Housing options – free website – link on transition together tonight.
- Adapted housing service – supplies independent living.

**7) *How can you help us to go to activities like swimming, BMX, go-carting? (Emma)***

Andy – Ensure young people have a voice to influence service areas.

Work is being done around the activities and youth work – right things in the right places at the right time.

- 8) **Can you give us more clubs for different ages? We need more choice, mixed, able and disabled? Can these clubs be free? (Oliver)**
- 9) **What is going to happen to us when our parents are gone? What are you doing about it? (Tim)**
- 10) **We would like to be heard more and listened to – how are you going to help us with this? (Lateefa)**

Unfortunately we ran out of time for the last 3 questions to be asked so we will forward these to senior managers for their response, which will then be posted on the Transition web site.

The day finished with a group session with the young people being able to express how much they had enjoyed the day and how they would like to be involved in one more event where the finalised pathway can be discussed with them. We are hoping that this event can be funded through the Transition budget and Health are happy to work with IYPSS on organising this day as we understand the youth forum will now be under the remit of IYPSS for continuation of delivery. There was also another piece of art work that the young people would like to see made into a banner, poster and bill board as part of the ongoing work of promoting the transition pathway.



## Transition Participation Day 16<sup>th</sup> February 2011



The third and final Transition Participation Consultation Day was held on 16<sup>th</sup> February at St Mary's the Mount Parish Centre. Inclusive Solutions Colin Newton and Derek Wilson were again commissioned to facilitate the day.

Inclusive Solutions opened the day, welcomed everyone and encouraged everyone to move around and welcome each other. There was then a brief recap on the previous two consultation days followed by a short presentation by **Stuart Lackenby** Joint Commissioning Manager, Learning Disabilities and **Barbara Conroy** Commissioning Support Officer. They spoke about a Transition Focus Group and were in attendance in response to a question asked by Lateefa to Ian Staples during the "Question Time" section of the second Participation Day. Young people were invited to put their names forward if they were interested in joining the focus group.

***We would like to be heard more and listened to – how are you going to help us with this? (Lateefa)***  
*Lateefa gave me her phone number at the event. We have now increased the partnership board membership and one of my team Barbara Conroy will contact you to meet with Lateefa and a group of young people to form a transition focus group that will link into the partnership board and allow you to be heard more. Ian Staples*

The young people were then split into six groups and six professionals updated the youngsters about projects that had been developed as a result of feedback from the previous two days. The professionals spent five minutes at each table and each project was outlined and views of the young people were recorded.

**Carol Boughton** fed back on the Walsall Transition policy/ pathway

**Stuart Fletcher** fed back on employment awareness day/ access to work experience

**Julie Hill** fed back on Person Centred Thinking training.

**Julie Hykin** fed back on the Transition Evaluation Tool

**Kathie Drinan and Lateefa Hans** fed back on the Children's Disability awareness campaign

**Rita Martin and Rachel Maybank** fed back on alternative Transition Plan Paperwork



At lunch time the Mayor and Mayoress of Walsall Councillor Gary Clarke and Mrs Yvonne Clarke joined the young people for lunch. They ate with the youngsters, discussed the morning session and looked at the artwork that was being produced by Derek Wilson.



During lunch the young people were encouraged to complete a survey about the three consultation days. They were given the choice of completing a paper copy of the survey or using an elephant kiosk. The results are shown at the end of this report.

The afternoon session was led by Kate Woodman IYPSS and Carol Boughton, and Inclusive Solutions facilitated the session. The young people were consulted on the future direction of the Youth Forum.



Following a suggestion during the morning from one young lady, that they liked working in little groups as everyone got to have a say, the group were split into six smaller groups. Each group considered the following questions regarding the future Youth Forum.

- When should we meet?
- Should meetings be serious or fun?
- How should we run the meetings?
- What name shall we give the group?
- Who should lead the meetings?

The young people reconvened as a big group for feedback on each question and a piece of artwork was created from these comments.



The day ended with a presentation of the photographs taken during the day.

**Young people interested in becoming panel members at the Disability Group:**

Lateefa  
Bradley  
Nicholas  
Dean  
Paige  
Stella  
Thomas

**Next meeting:**

- Housing
- Jobs
- Health

## Feedback from Five Minute Table Discussions

### IMPROVE TRANSITION PLAN

(Person Centred)

I felt I couldn't be honest  
Look at whole life  
Only one a year  
Go ahead without me included  
Look at us as an individual/not have joint meetings  
Needs to have young people involved  
How been doing  
Parents need to be involved  
Need staff who know you  
Look at the whole life, leisure also  
Make if more friendly  
Mary Elliot received an invite to meeting, but different staff/lots of staff changes  
Like to be able to plan for transition meetings  
No review meetings (Willenhall)  
School/health/free time  
Still not asked who attends/school decide who needs to be there  
Look at whole life  
Not too long  
All want to be asked  
School – college: person centred should continue in college  
Seem to be just talk to/about  
Signs and symbols  
Invite friends

### PERSON CENTRED TRANSITION PLANS

#### **OLD PLANS**

2

#### **NEW PLANS**

19

Like the pictures, more friendly  
Easier to understand  
Prefers to have input into plan but didn't like the pictures  
A useful plan to flag up any support the YP might want  
Prefers the more formal looking plan

### DISABILITY CAMPAIGN

Dean  
Brad  
Stella  
Oliver  
Thomas M  
Daisy  
Courtney  
Elizabeth  
Meg  
TABLE 1 Dean – it's a good idea  
TABLE 2 Steven, Stella and Brad – Good idea  
TABLE 3 All thought it was a good idea

TABLE 4 Good ideas – Jonathan wants to tell them that it's hard. Jessica's friends don't understand why they are different.

TABLE 5 Good ideas - ? Maybe start younger. Get in earlier.

TABLE 6 Good ideas – have a comparison between normal person v disabled persons. 'Day' highlighting how hard it is.

### **TRANSITION PATHWAY / PROTOCOL**

Possible set back if no funding because of cuts.

Will be helpful in the future to make sure some of the changes people want to see happen, happens.

Might make a difference but might need a bit of time

Few steps forward and then one back

Signatures on dotted line could be used as authorisation they confirm it

Important to get senior people to sign up so we know they understand our needs

They can say 'yes' to everything but don't go through and forget. Their signatures are important so we can remind them

Still need to listen to us more

Use it to give them feedback on what we've done

Try more to make more people hear us like in Birmingham

Good to get senior people who can pass it on to even more senior people like domino's

Important that adult services know what is important

Copies for proof put a signed copy on the transition website

### **TRANSITION EVALUATION TOOL**

Good idea

Feel listed to

Reliability of the review

Helps adults understand views of young people

Easy to understand

Visual – young people smiley faces

### **JOBS/EMPLOYMENT**

'Links to work' - see as future

'Getting Around' in schools concerned 'I want to be a teacher'

'Automatic Employment' would like a job in football/sports shop. The 'Football Association' (FA). Need to help more

Concerned about travel

Would like to work in radio

We need information about jobs/opportunities

Feels like once college is over 'that's it' – no pathway

Placements need to know about my needs – Health

'Reliability of the job' needs to feel long term

Support to keep in employment

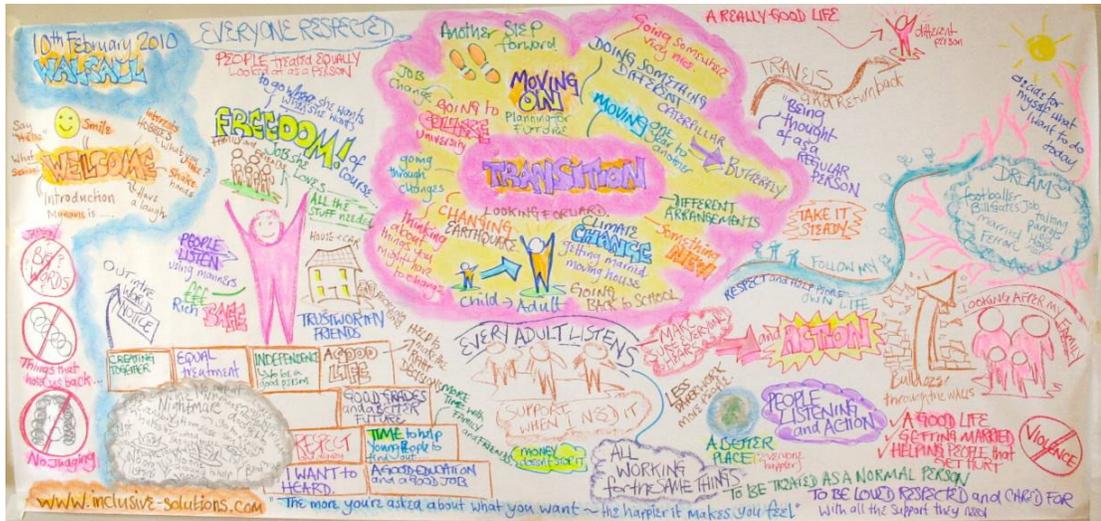
'I like football'

'I like building things'

## Summary of three Transition Participation Consultation Days

During the first meeting Inclusive Solutions facilitated the young people to explore their ideas and feelings about transition, what they understood by the term “Transition”, what a good transition would look like and conversely what a bad transition would look like. This was necessary as if we were to seek their views on the Transition process, it was important that they all had some understanding of the concept.

A fantastic piece of art work was produced and this was reproduced in the form of posters and postcards which in turn were used to inform people about that day and to promote the project. The artwork was made into a banner which can be used around the Borough to inform people about your views on Transition. The young people had asked for this to be displayed on a billboard, an idea which was rejected and became the focus of some discussion at the following meeting.



Ideas from the piece of artwork were used to develop a “Children’s Charter” which will be included in Walsall Transition Pathway which is currently being developed.

### Walsall’s Children’s Charter

As a young person going through transition I will expect to be

- treated with respect at all times
- listened to, and my views respected
- given choices, and allowed to make my own decisions
- given time to change at my own pace
- given the support I need, at a time when I need it.

We will expect everyone to abide by our Walsall Charter and remember...

“The more you are asked about what you want the happier it makes you feel”

During the second meeting we continued to seek the views of the young people on a particular part of the Transition Pathway and asked questions about the review process.

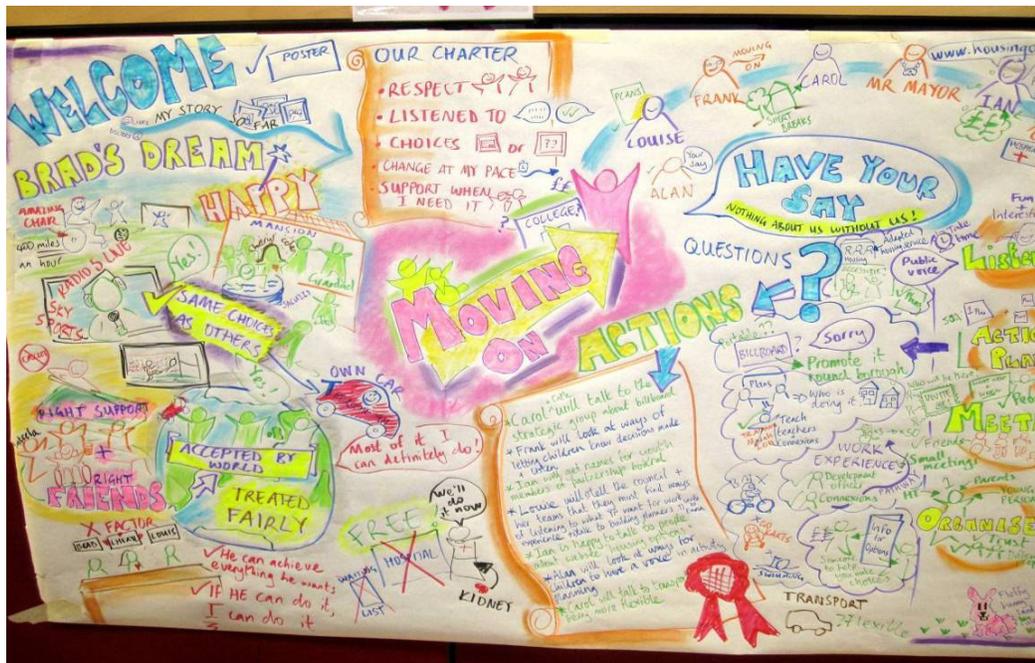
We looked at Person Centred Planning using Brad’s dream scene to illustrate how this would begin.

We also chose four specific areas of the proposed transition plan to ask for more detailed views from the young people re these areas.

1. **Listen to us:** How should we get your views
2. **Meetings:** who should be at your review meeting? Would you prefer big or small meetings? How do you feel about sitting in a big meeting?
3. **Action Planning:** What do you think about having one action plan? What should be on it?
4. **Co-ordination:** When lots of people are involved, planning can get messy and confusing. How can we organise this? Should one person be in charge? If so, who?

We then invited a panel of Heads of Services and young people had the opportunity to question them about decisions that are being made about services for young people.

A second piece of artwork was created which has again been turned into a banner, part two of this project.





# Participation Survey Results

## Background

In May 2007 the Government launched its transformation programme for disabled children's services in England, Aiming High for Disabled Children. One of the issues identified was that more work was needed to improve and co-ordinate services for disabled young people in transition to adult life. To address this, the government announced the Transition Support Programme, which would aim to raise the standards of transition in all local areas.

In January 2009, Walsall completed a self assessment questionnaire and an action plan was developed to enable Walsall Children's Services to make progress with its transitions protocol. One of the priorities for action was to ensure that there is effective participation of disabled young people in strategic planning and commissioning of services to support transition.

### **Walsall Disability Services - Transition Strategy and Protocol:**

In line with the national transition support programme, Walsall is developing a Transition protocol across all agencies and for young people and families for their transition from children's to adult services.

In order to ensure that young people contribute both to the protocol and to the development of the pathway we want to do some initial consultation work with young people.

The information, views, concerns, and aspirations we hope to hear from young people will be used to develop both the protocol and the planning and delivery of services.

We are aware that there has been very little consultation with young people previously regarding Transition and we are also aware that there is a mixed approach to transition with young people. Some young people are actively participating in their transition process whereas others are 'peripheral' to their own transition.

We therefore anticipate that there will be a range of understanding amongst the young people of what transition is and how it affects them and how they are part of this process.

## Participation

As a result of the above health took the lead as Case Managers for Health Transition facilitated each participation day which has enabled approximately 30 youngsters from the Walsall borough to take part in the three day consultation programme where their views and ideas regarding Transition from childhood to adulthood were given. The Health Transition Team working for the Children's with Disabilities and Long Term Condition Service, Walsall are committed to continuously improving the service they provide and ensuring quality services are provided to meet the needs of the population.

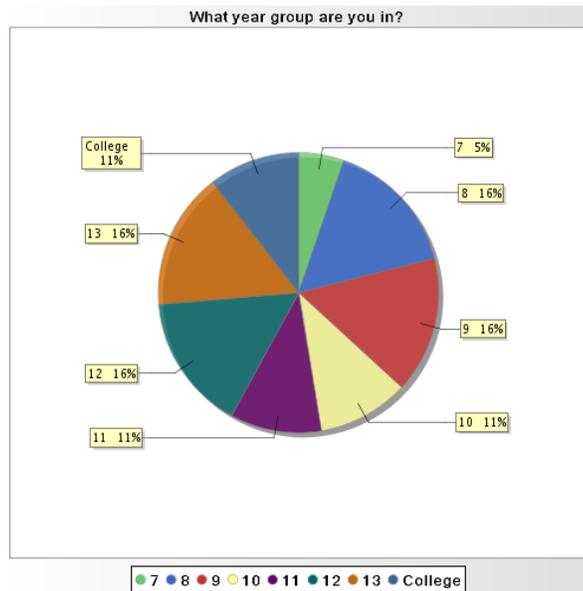
Feedback and comments made by the youngsters will be used to shape and model future provision from a multiagency point of view. Each youngster in attendance has a physical or learning disability/difficulty.

## Population and Method

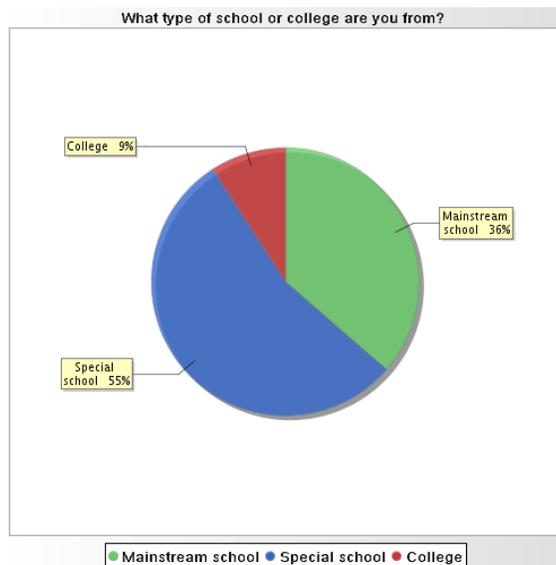
During the third and final participation day, youngsters were asked a series of questions to establish how valuable they found the whole participation experience. 22 Youngsters in total completed the survey out of 25 attendees. Each youngster in attendance on the third day was invited to take part.

Both paper copies (Appendix 8) and electronic resources (elephant kiosks) were used to gain feedback and support was given to scribe for those who had physical impairments and requested it. Support staff from schools were on hand to support those with learning disabilities, simplify questions where needed.

A range of youngsters attended the third participation day from year 7 to College education. Those youngsters who were in year 8 during the third participation day would have started the consultation process during year 7 (this is the same pattern for each group).



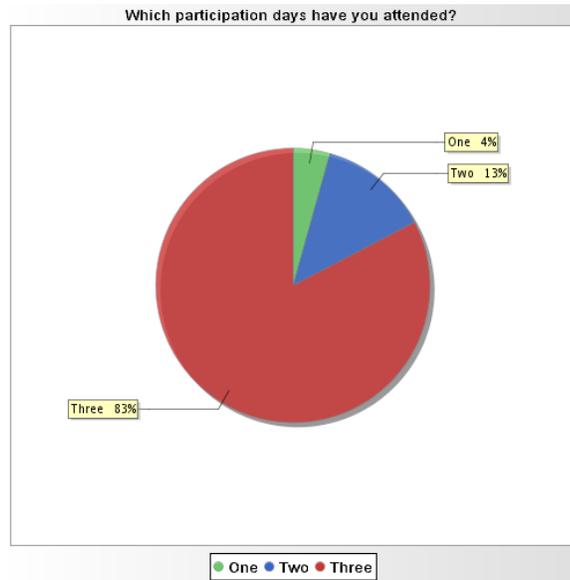
The majority of youngsters were from special school education, either out of area physical disability schools or special educational schools. The group was diverse in terms of ethnicity and ability (information available at request).



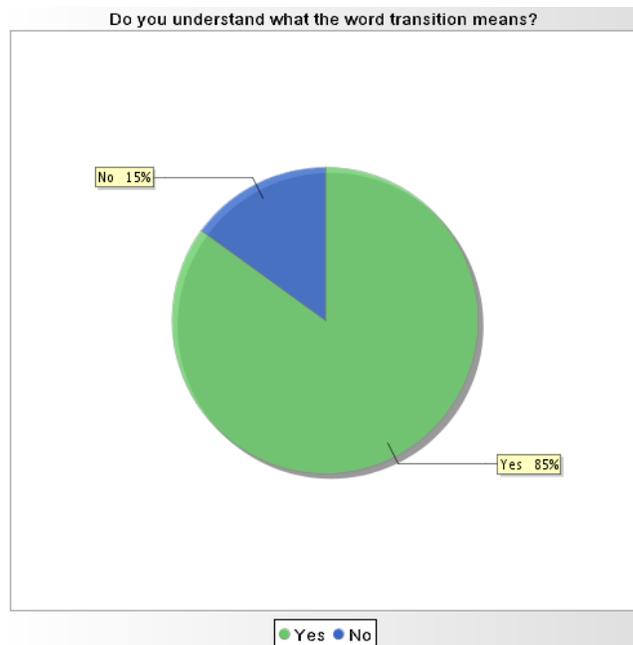
When reviewing the attendance lists for all three days the following data was captured:

| Participation Day | Number in attendance |
|-------------------|----------------------|
| One               | 26                   |
| Two               | 28                   |
| Three             | 25                   |

Out of those youngsters who attended and completed the survey 19 confirmed that they had attended all three sessions with only 4 youngsters in total stating that they had not. This does not account for the small number of youngsters who could not make the third day as this could not be captured.



The majority of youngsters in attendance understood what the term "transition" means, with only 15% of youngsters stating that they did not. It is possible that those who felt they didn't understand were also part of the percentage group who did not attend all three sessions.



As part of the consultation day, youngsters were introduced to idea of their work being used as the basis of the Walsall Disability Awareness Campaign. The outcomes and objectives of this campaign are listed below:

**Outcomes:**

- To create a disability awareness campaign to an identified target audience using the existing data from the participation consultation events to inform this process.
- To capture the views of the young people regarding the message to be delivered and the initial primary target audience.

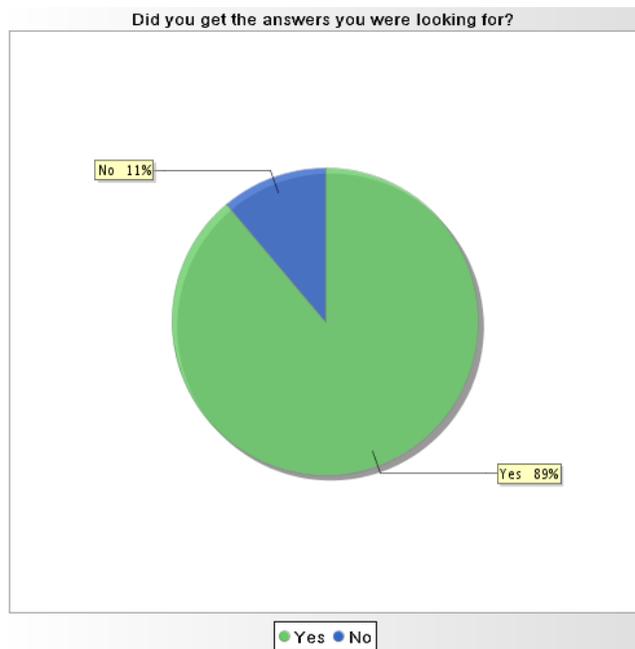
**Objectives**

- Using the participation work already completed, identify the key messages for the campaign
- Identify the primary target audience
- Choose appropriate communication tools for the message and the audience
- Design and deliver a co-ordinated disability awareness campaign to the selected target audience

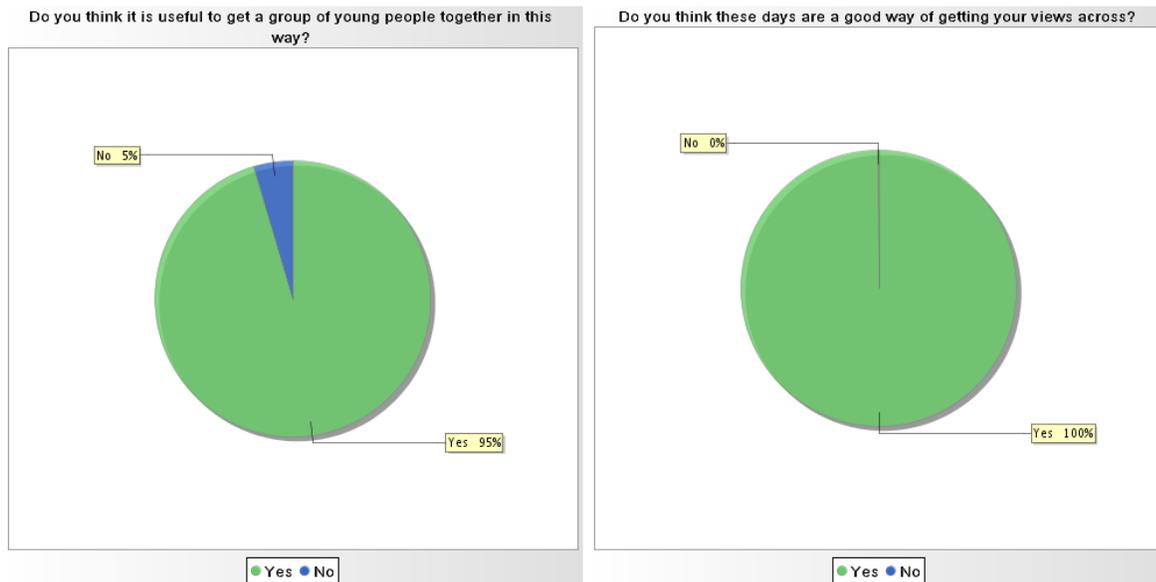
100% of those surveyed stated that they were happy with their participation work being used in this way and 95.24% felt that it was a good idea to work with a campaign rather than using a big billboard which had been discussed at the first and second session.

100% felt that the participation days had been a good experience as a whole and that they felt listened to during these sessions with 86.36% feeling that they had made new friends as a result.

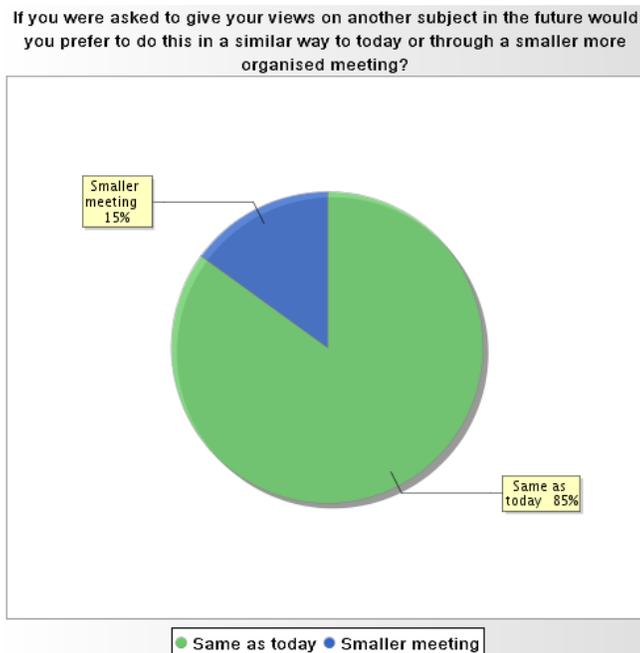
100% felt it was useful to meet the panel during the second day and ask them questions, with 89% of respondents stating that they got the answers they were looking for, 11% felt they did not get answers they and 4 youngsters skipped this question as they had mixed views.



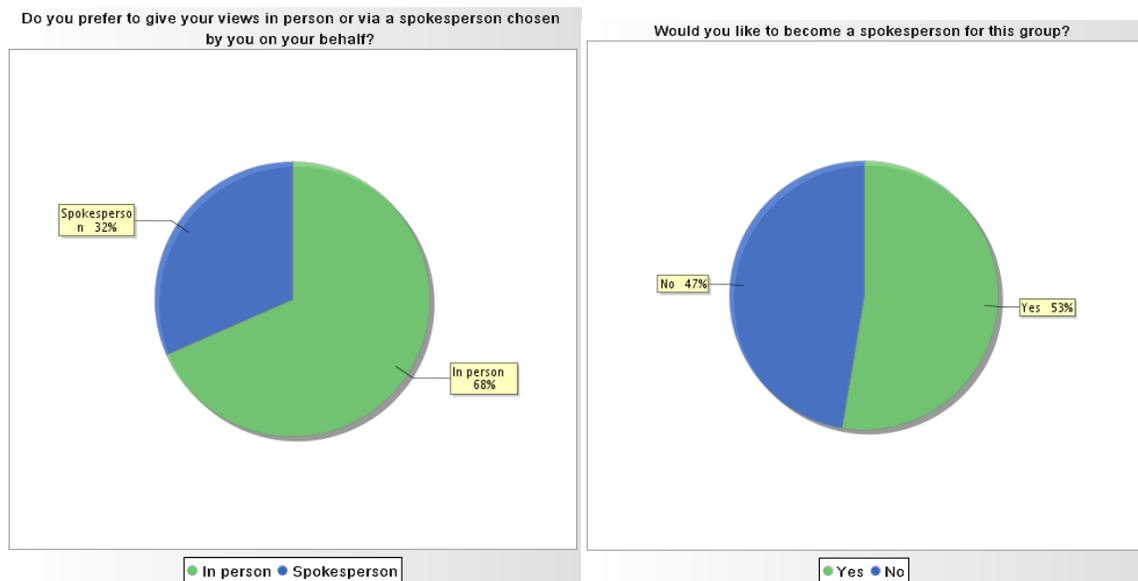
95% of youngsters felt that the structure of the participation day was a useful way of getting people together with 100% believing that this was a good way to get their views across also.



85% would prefer future meetings/ consultations to be run in the same format as the participation days, with 3 youngsters preferring a smaller meeting and 2 youngsters skipping this question as they don't have a preference for which format future meetings are held.



When asked how they would like to give their views in future, 68% would prefer to give their views in person rather than via a spokesperson with 53% stating that they would like to become a spokesperson in the future for those who would not like to give their views in person.



## Summary

The information obtained demonstrates the value and impact such a series of consultation events has had on our participation cohort. In summary, they feel listened to and have found the whole experience positive.

Youngsters are happy with the current work being undertaken with the Walsall Disability Campaign and a large number would like to remain involved in future projects and are keen to have access to this information.

Although Transition work is still being developed within the borough, it is reassuring to know that the majority of youngsters who have taken part are aware of the term “transition” and understand its meaning, but they have also been consulted with regards to the transition processes within Walsall.

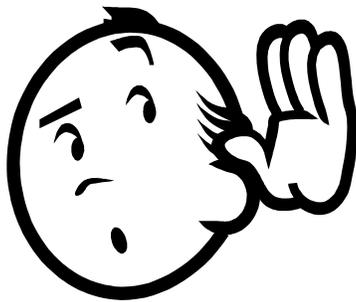
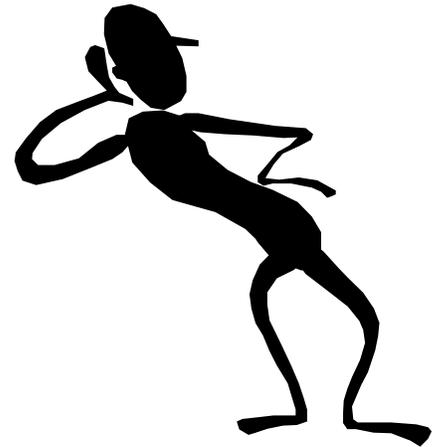
Our results demonstrate that the participation structure was really successful and as a result youngsters have not only made new friends but they have also had the confidence within their group of peers to challenge decisions, meet key lead professionals from a range of agencies, ensure their opinions are expressed and their voices heard.

## Actions

- The above information will be forwarded to the appropriate agencies
- IYPSS will be responsible for taking the participation work/ youth forums further.
- IYPSS will contact those youngsters interested in getting involved in future consultations etc.

- The names of the Youngsters interested in becoming spokespeople have been taken down and forwarded to the correct leads.
- Youngsters wishing to get involved in the Walsall Disability Awareness Campaign will also be actioned and followed up.

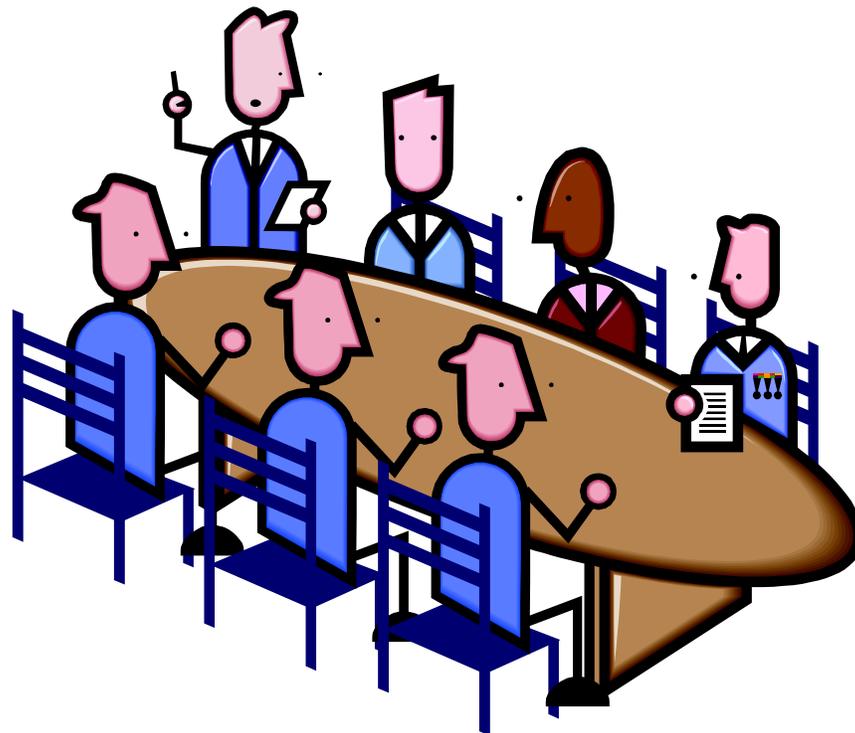
# Listen to Us



How should we get your views?



# Meetings



Who should be at your review meeting?

Would you prefer big or small meetings?

How do you feel about sitting in a big meeting?

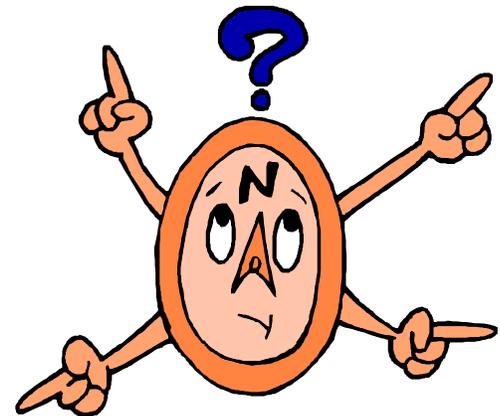
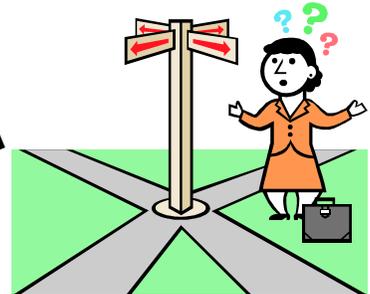
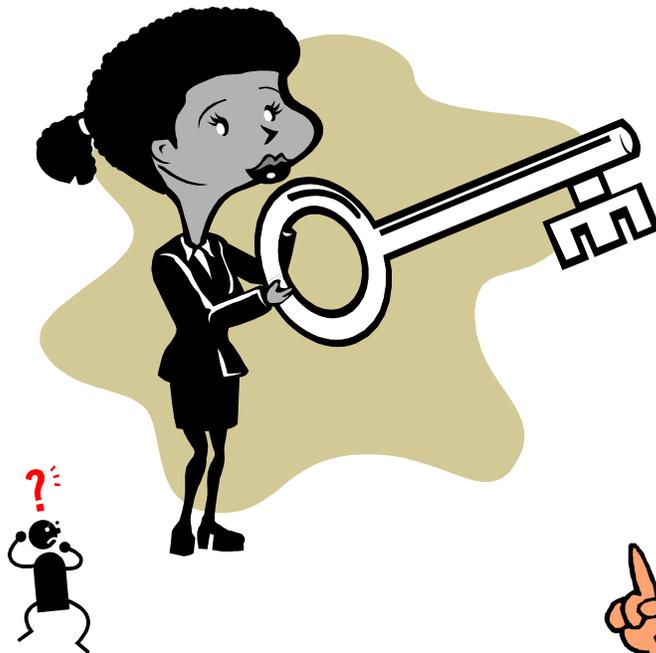
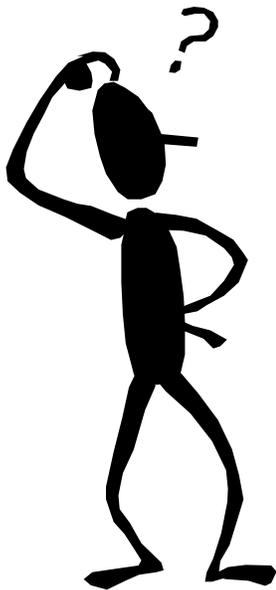
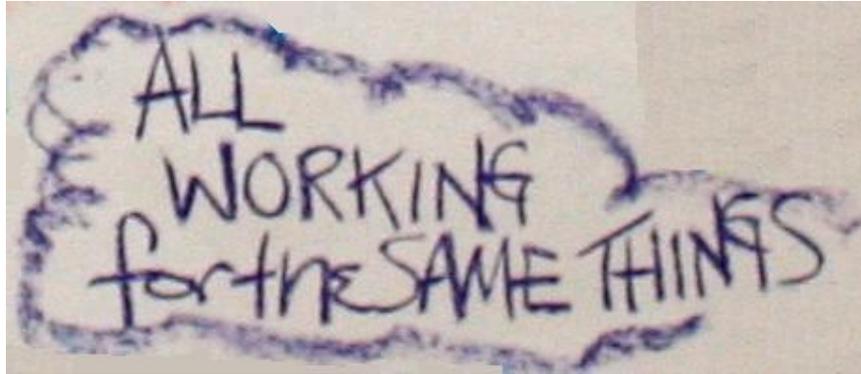
# Action Planning



What do you think of having 1 action plan?

What should be on it?

# Co-ordination



When lots of people are involved, planning can get messy and confusing.

How can we organise this?

Should one person be in charge?

If so, who?

## Appendix 5:

### Transition Participation Day September 23<sup>rd</sup> 2011 Press Release

On 23<sup>rd</sup> September Walsall Community Health's, Health Transition Team hosted the second of three events to consult with young people about Transition from childhood to adulthood. The consultation events were held with support from partner agencies across Health, Education and Social Care in the borough of Walsall. The first event was held in February this year when 29 young people from both Special and Mainstream Schools, with a variety of disabilities, came together to give their views on the provision currently within Health, Education and Social Care to help them at this important stage of their lives. In order to help Walsall to move forward with plans to improve this process for young people, they offered valuable suggestions on how Transition could be improved for them. The overarching message was that they wanted to be listened to and their views respected. Suggestions on how to further this consultation included, holding further events, inviting a panel of heads of services for a "Question Time" session, and inviting the Mayor of Walsall to see the work that the young people were undertaking.

On 23<sup>rd</sup> September 28 young people met again to give their views on policies and procedures currently being put together taking into account suggestions made by the youngsters in February. A panel of Heads of Services and Commissioners from both Children's Services and Adult Services was assembled in the afternoon and panel members were asked some very probing questions by the young audience. The Mayor of Walsall, Councillor Gary Clarke joined the event at lunch time and spent time talking to the young people and looking at work produced during the morning. He sat in the audience for "Question Time" listening with interest to the issues that the youngsters were bringing to the panel, taking part in some of the discussions.

A final day of consultation will be held early in 2011.

The photograph shows the Mayor, with Tim Holden from Jane Lane Special School, who acted as escort for Councillor Clarke at the event, and Courtney Delorean from Sheffield Community Academy, whose idea it was to invite The Mayor. The young people were thrilled that The Mayor had agreed to spend time with them, and for some young people, meeting Councillor Clarke was the highlight of their day.

Julie Hykin  
Case Manager for Health Transition



**Appendix 6:**

Question panel members:

| NAME           | JOB TITLE  |
|----------------|--|
| Alan Mitchell  | Head of IYPSS  |
| Carol Boughton | Head of Early Years and Disability Services                |
| Cath Boneham   | Head of Children & Young Peoples Partnership Commissioning |
| Frank Barnes   | Assistant Director of Participation                        |
| Ian Staples    | Head of Adult Commissioning                                |
| Louise Hughes  | Assistant Director (Universal Services) Children Services  |

## Appendix 7:

### Transition Participation Day February 16<sup>th</sup> 2011 Press Release

Young people of Walsall have completed a three day consultation programme where their views and ideas regarding Transition from childhood to adulthood were given.

On 16<sup>th</sup> February Walsall Community Health's, Health Transition Team hosted the last of three events which were held with support from partner agencies across Health, Education and Social Care in the borough of Walsall. The first event was held in February 2010 when 30 young people from both Special and Mainstream Schools, with a variety of disabilities, came together to give their views on the provision currently within Health, Education and Social Care to help them at this important stage of their lives. In order to help Walsall to move forward with plans to improve this process for young people, they offered valuable suggestions on how Transition could be improved for them. The overarching message was that they wanted to be listened to and their views respected. Suggestions on how to further this consultation included, holding further events, inviting a panel of heads of services for a "Question Time" session, and inviting the Mayor of Walsall to see the work that the young people were undertaking.

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The third and final event on 16<sup>th</sup> February was attended by 25 young people. The morning session was used to give feedback on several projects within Transition which are currently being undertaken in response to comments and suggestions made by young people during the previous two days. They spent some time re-designing a leaflet which will be used to inform young people what to expect with regard to transition planning, from age 14 to age 19. The afternoon session was used to consult with the young people about the future of the group. As they had worked so well during the three Transition Consultation events it was proposed that the group should be maintained to act as a steering group for consultation around other issues which affect youngsters with disabilities. This new group will be overseen by Walsall Council's IYPSS

The Mayor and Mayoress of Walsall, Councillor Gary Clarke and Mrs Yvonne Clarke joined the event at lunch time and spent time talking to the young people and looking at work produced during the morning. The young people were very excited to welcome them both, particularly the Mayor who, this time, attended in full regalia. For some young people, meeting Councillor and Mrs Clarke was the highlight of their day.

The photograph (below) shows the Mayor and Mayoress, with Tim Holden from Jane Lane Special School, and Courtney Delorean from Sheffield Community Academy.

Julie Hykin  
Case Manager for Health Transition



**Appendix 8:**

**Elephant kiosk participation questions**

Year group : (please circle)

|          |          |          |           |           |           |           |                |
|----------|----------|----------|-----------|-----------|-----------|-----------|----------------|
| <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> | <b>College</b> |
|----------|----------|----------|-----------|-----------|-----------|-----------|----------------|

Do you consider yourself to have a disability or health condition?

Yes / No

What is your ethnicity:

|  |  |   |
|--|--|---|
| <p><b>White</b></p> <p>White British <input type="checkbox"/></p> <p>White Irish <input type="checkbox"/></p> <p>White Scottish <input type="checkbox"/></p> <p>White Welsh <input type="checkbox"/></p> <p>White Other (please specify)<br/>.....</p> | <p><b>Mixed Heritage</b></p> <p>White and Black Caribbean<br/><input type="checkbox"/></p> <p>White and Black African <input type="checkbox"/></p> <p>White and Asian <input type="checkbox"/></p> <p>Mixed Other (please specify)<br/>.....</p> | <p><b>Asian or Asian British</b></p> <p>Indian <input type="checkbox"/></p> <p>Pakistani <input type="checkbox"/></p> <p>Bangladeshi <input type="checkbox"/></p> <p>Asian Other (please specify)<br/>.....</p> |
| <p><b>Black or Black British</b></p> <p>Caribbean <input type="checkbox"/></p> <p>African <input type="checkbox"/></p> <p>Black Other (please specify)<br/>.....</p>   | <p><b>Chinese or other ethnic group</b></p> <p>Chinese <input type="checkbox"/></p> <p>Any other (please specify)<br/>.....</p>  |   |

Which school/ college you are from?

|                          |                       |                |
|--------------------------|-----------------------|----------------|
| <b>Mainstream school</b> | <b>Special school</b> | <b>College</b> |
|--------------------------|-----------------------|----------------|

Participation day one/ day two/ day three – tick all that apply

|            |            |              |
|------------|------------|--------------|
| <b>one</b> | <b>two</b> | <b>three</b> |
|------------|------------|--------------|

Do you understand what the word transition means?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Are you happy with your participation work being used in the Walsall Disability Awareness Campaign?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Do you think the campaign idea is better than just using a big billboard on its own?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Do you think coming to the participation days has been a good experience?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Do you feel you have been listened to during these sessions?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Have you made any new friends through attending these participation days?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Did you think it was useful to meet the panel and ask them questions?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Did you get the answers you were looking for?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Do you think it is useful to get a group of young people together in this way?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

Do you think these days are a good way of getting your views across?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|

If you were asked to give your views on another subject in the future would you prefer to do this in a similar way to today or through a smaller more organised meeting?

|                          |                        |
|--------------------------|------------------------|
| <b>The same as today</b> | <b>Smaller meeting</b> |
|--------------------------|------------------------|

Do you prefer to give your views in person or via a spokesperson chosen by you on your behalf?

|                  |                     |
|------------------|---------------------|
| <b>In person</b> | <b>Spokesperson</b> |
|------------------|---------------------|

Would you like to become a spokesperson for this group?

|            |           |
|------------|-----------|
| <b>Yes</b> | <b>No</b> |
|------------|-----------|